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ABSTRACT

This publication provides analysis of current data on the supply and demand for teachers nationally and in Michigan in 1994-95 along with tips for new teachers who are still seeking jobs. The text covers areas of education where demand is highest including special education and science education, notes the persistent demand for minority teachers in most categories, cites an expected 3.5 percent decrease in demand for new teachers, and an increase of 3.1 percent for professional staff. Overall districts appear to be seeking new hires with prior teaching experience. Whether districts find those candidates to fill their vacancies will dictate the job availability for new teachers without experience. In Michigan especially, the paper notes, teacher supply and demand is imbalanced with 5,577 teaching certificates issued in 1992-93 but only 3,048 new graduates with no previous full-time experience and found jobs in Michigan. The paper also discusses the potential impact of recent changes in property taxes in Michigan on teacher hiring, budget deficits in the state and nation-wide, and projections for a gradual increase in Michigan enrollments in 1994-95. However, the analysis notes, a long term decrease in births suggests limited future opportunities for teachers. Several charts and graphs illustrate the data. (JB)

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TEACHER SUPPLY & DEMAND

IN MICHIGAN AND THE UNITED STATES

1994-95

by

L. Patrick Scheetz

and

Becky Gratz

ED 380 453

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Michigan State University
Career Development and Placement Services
Collegiate Employment Research Institute
East Lansing, Michigan

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TEACHER SUPPLY & DEMAND

In Michigan and the United States 1994-95

compiled by
MICHIGAN STATE UNIVERSITY, CAREER DEVELOPMENT AND PLACEMENT SERVICES
COLLEGIATE EMPLOYMENT RESEARCH INSTITUTE

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and
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Most new teacher education graduates seeking professional staff assignments in 1994-95 will encounter a very competitive job market, according to research recently published by Michigan State University. In *Recruiting Trends 1994-95: Education Supplement*, school district representatives expected new graduates to "confront intense competition." However, employment opportunities should be easier to find for some new graduates, depending upon their academic majors and teaching credentials.

Highest in demand and pursued most assertively by local school district recruiters this year will be special education, science (especially chemistry and physics), mathematics, computer science, some foreign language, bilingual education, and music teachers. Also receiving extra attention from recruiters will be guidance counselors, school psychologists/ diagnosticians, and library/ multimedia/ computer technology specialists. Mentioned less frequently were industrial technology, home economics, English, school nurses, and other vocational education teachers.

Minority teachers in most teaching categories were courted by surveyed employers but very difficult to find. Competition was especially fierce for minority applicants identified with high demand academic majors or multiple certifications.

Reported with surpluses and an abundance of new teacher education graduates seeking job openings for September 1994 were elementary, social studies, and physical education teaching categories. Some school districts described oversupplies of job applicants in all teaching fields.

Responses for the *Recruiting Trends 1994-95: Education Supplement* were received from 217 school districts nationwide. Among the school districts reporting hires for last year (1993-94) and anticipated hires for this year (1994-95), a slight decrease of 3.5% in demand for new teachers was expected. School districts preferred new hires with some prior teaching experience.

However, an increase of 3.1% in professional staff is expected by surveyed school districts this year. Employed last year (1993-94) by surveyed districts were 73,972 teachers, administrators, and other professional staff (full-time equivalent). This year (1994-95), a total of 76,251 teachers, administrators, and other professional staff were expected on the payrolls of these school districts.

With layoffs (-0.2%), retirements (2.0%), and personnel leaving for other reasons (3.8%), job opportunities for new graduates could be slightly better than a year ago. The deciding factor will be availability of teachers and other professionals with some prior experience (2 to 5 years).

Thus, the crucial question facing new graduates is this: Will school districts find enough new hires with prior teaching experience? If not, then more new college graduates will be needed to fill available job opportunities.

Especially in Michigan, teacher supply and demand is unbalanced. In 1992-1993, 5,577 teaching certificates were issued, but only 3,048 new graduates with no previous full-time experience found teaching jobs in Michigan. Michigan public school districts employed 111,671 teachers and other professional staff in 1993-94. Thus

MOST WANTED TEACHERS
AND OTHER PROFESSIONAL STAFF

- special education
- sciences
- mathematics
- computer science
- foreign languages
- bilingual educaiton
- guidance counselors/ diagnosticians
- library/media specialists
- music

SOURCE: Scheetz, L. Patrick. 1994 *Recruiting Trends 1994-95: Educational Supplement*, East Lansing, MI: Collegiate Employment Research Institute, Michigan State University. p. 3.

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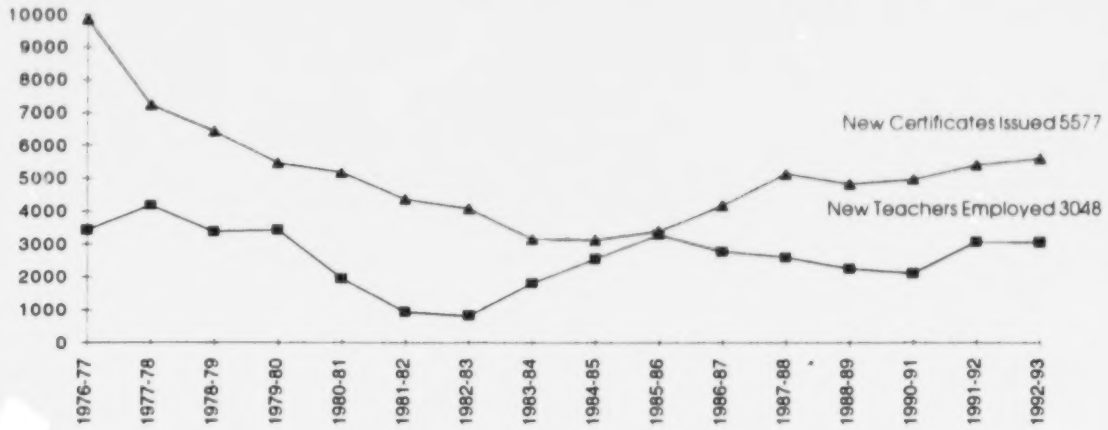
NEW TEACHERS PREPARED AND EMPLOYED
IN MICHIGAN



SOURCE: Michigan Department of Education. 1993. *Professional Personnel Report 1992-93* and *Teacher Certification Approvals 1992-93*. Lansing, MI.: Michigan Department of Education.

anyone wishing to teach in Michigan should look closely at the situation and possibly consider alternative career options if they are unable to land a teaching position soon after graduation.

Among the new teachers receiving provisional certificates in 1992-93 were 2.7 percent Blacks, 0.7 percent Hispanics/ Spanish-Americans, 0.6 percent Native American, and 0.4 percent Asian Americans. These data tend to confirm the meassage heard from school district recruiters around the country—too few minority teachers are graduating from colleges and universities in this country for the job opportunities availab to them.

When offering advice to new teacher education graduates who are still seeking employment opportunities for this school year (1994-95), surveyed employers recommended applying early, submitting employment applications when requested, and keeping personal addresses and telephone numbers updated with local school districts. Competition was fierce, according to school districts responding, so applying to several school districts was recommended. When completing applications, employers advised new graduates to answer questions correctly, honestly, and completely. Another note of advice was the recommendation that new graduates demonstrate an excellence throughout the job search when submitting teacher applications, mailing resumes, making personal contacts with school district personnel, and conducting interviews.

The recent reduction in property taxes for personal residences has school districts in Michigan worried. What will be the main revenue source of monies for operation of school districts in the future? Proposal A was recently passed by an overwhelming majority of Michigan voters. Will an increase in the sales tax be sufficient to fund education? Will school districts actually see the money? The Michigan Education Association, originally opposed to the proposal, is concerned about the fate of schools in the state and students.

Budget deficits were noted not only in Michigan, but nationwide as deterrents, preventing local school districts from hiring all the new personnel they needed. Across the country, limited budgets were cutting the chances of local school districts hiring new teachers this year. Instead, districts were stretching their present staffs and hiring part-timers. Ultimately, the students will suffer, according to school districts responding (Recruiting Trends 3).

Data on elementary school, middle school/junior high, and high school enrollment projections predict a gradual increase in enrollment for the 1994-95 school year in Michigan (Hecker and Ignatovich). After 1994-95, elementary enrollment will remain relatively stable—around 770,000 students in Michigan public schools. Middle schools will begin to see a significant decline by 1998, followed by a sharp increase in the year 2000-2001. High school enrollment should remain quite stable, with enrollment around 470,000 until an increase is expected to begin in the year 2003- 2004.

The number of births in the states of our nation can help predict future increases or decreases in school enrollments. This also tells us if the demand for teachers will be greater or less as a result. According to *The World Almanac and Book of Facts, 1994*, a 3.9 percent increase in the number of births nationally occurred from 1988 to 1992. However, in the State of Michigan, births have declined by 3.8 percent during this span of years (Hecker and Ignatovich). This, once again, portends a future with limited additional employment opportunities for teachers

in Michigan.

However, during the last five years, there have been considerable increases in new retirements from Michigan public schools. According to the Michigan Public School Retirement System, 6,111 teachers retired in 1992-93. This was 843 more than the preceding year. If this trend continues, the future could be more hopeful for teacher education graduates as open positions begin to appear.

There is a definite need for minority teachers in most regions of the country. This should be good news for minority teacher applicants. Minority teachers are demanded by school districts, if any teachers are hired at all, according to *Recruiting Trends 1994-95*. Employers also expressed concern about an inadequate number of minorities applying to urban and suburban school districts with high minority student populations. Some school districts even reported difficulty when recruiting minorities into the teaching profession, despite the overwhelming need for minority representation in the classroom.

In 1992-93, more than a quarter of the teachers hired (26.5%) by surveyed school districts were minorities. In proportion, last year (1993-94), 18.9% of new teachers hired by surveyed school districts were minorities. School districts are currently seeking to expand the "cultural diversity" of their teaching staffs. According to *Recruiting Trends*, "Employers reported an inadequate number of minorities applying to urban and suburban school districts with high percentages of minority student populations. In addition, few minorities were interested in rural areas" (12).

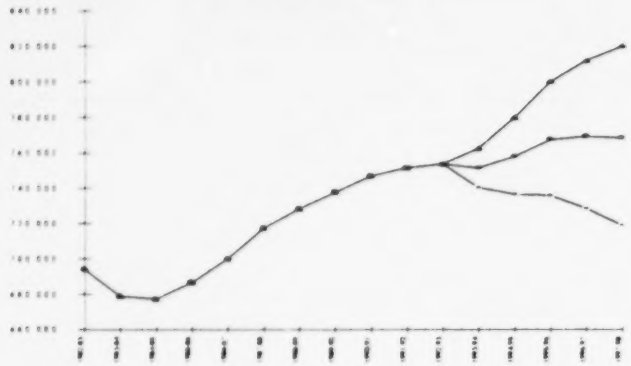
Teaching applicants should not limit themselves to public school systems unless absolutely necessary. Teaching in parochial and private schools is a viable option for many new and experienced teachers. In Michigan, these schools employ about 10,000 teachers, and approximately 500 to 600 new teachers are hired by these schools each year (*Recruiting Trends*)

When looking for a job, teachers should be willing to consider out-of-state job openings. Across the country,

ENROLLMENT PROJECTIONS

FOR MICHIGAN PUBLIC SCHOOLS (LOW, MOST LIKELY and HIGH projections)

GRADES K-5



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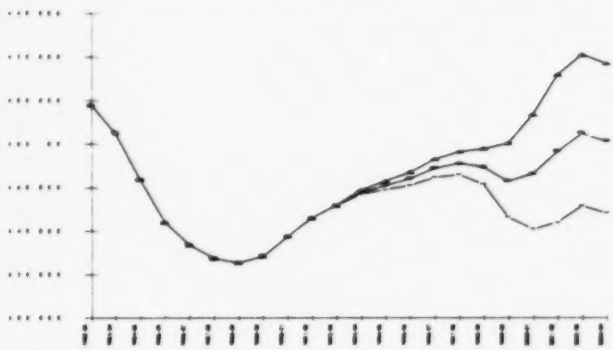

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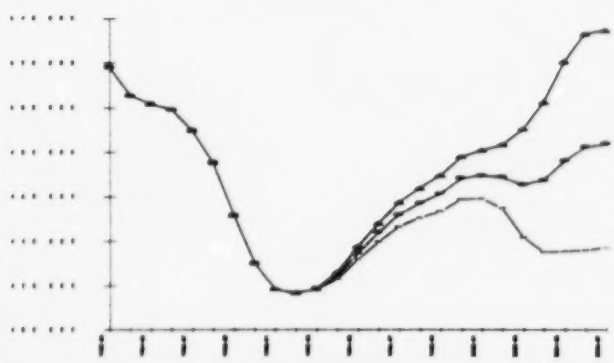
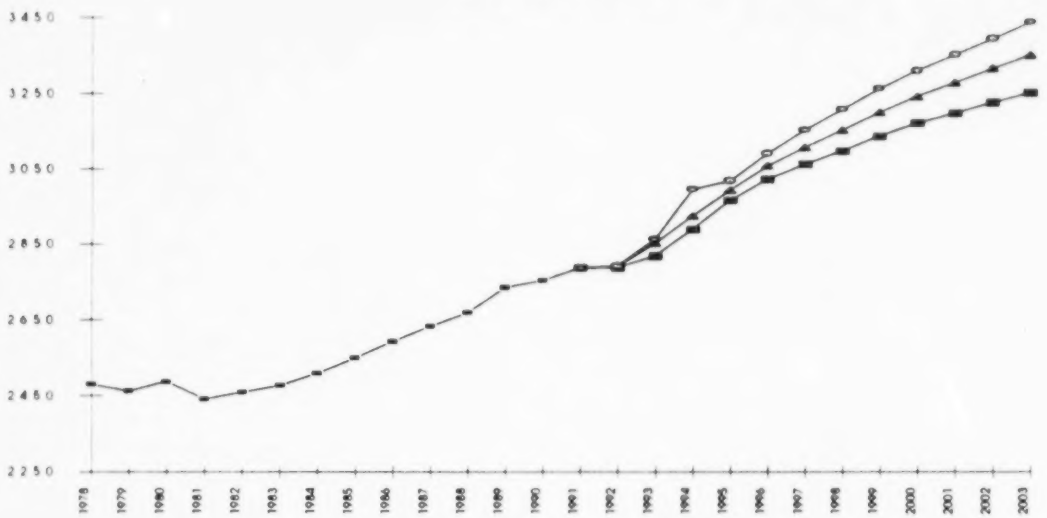


SOURCE: Hecker, Stanley E. and Frederick R. Ignatovich. 1994. *Michigan Total and Public Enrollment Projections Based On 1982-83 Through 1992-93 Membership Data*. East Lansing, MI.: College of Education, Michigan State University.

ANTICIPATED EMPLOYMENT OF CLASSROOM TEACHERS

LOW, MOST LIKELY AND HIGH NATIONAL PROJECTIONS
(IN THOUSANDS)



SOURCE: National Center for Education Statistics. 1992. *Projections of Education Statistics to 2003*. Washington, D.C.: U.S. Department of Education.

availability of teaching job opportunities was rated as "medium", according to *Recruiting Trends*.

Based upon the experiences of administrators in surveyed school district, the geographical region of the United States with the best availability of employment opportunities for new teacher education graduates for 1994-95 is the southwestern region including Nevada, Arizona, Colorado, and California. Mixed responses were received from California school districts, but Riverside County, San Bernadino County, Kern County, and San Diego County were particularly mentioned with excellent job prospects for new teachers. Next on the list was the southeastern region including Florida, Georgia, Virginia, North Carolina, South Carolina, and Tennessee. The third region mentioned most frequently by employers was the southcentral including Texas, Oklahoma, Arkansas, Kansas, Missouri, and Louisiana. The State of Texas and specifically the large cities and town were listed repeatedly (Scheetz 11).

Other characteristics to consider when seeking optimum prospects for teaching opportunities are large urban areas where teachers are "burned out" early from stress and desire to move into "safe" communities to raise their families, cities and towns away from college teacher training programs, and rural areas as families leave cities and increase populations in small towns, specifying safety and the quality of life as their major reasons for moving (Scheetz 11).

With this information in mind, new graduates and alumni should not become overly discouraged if they are not landing teaching opportunities. Without a doubt, it is possible to find job openings and land a teaching position even in a tight job market, as long as the individual is well-rounded, well-prepared, aware of job market trends, and adaptable to surrounding conditions.

If previous advice is not working, try these recommendations: (1) Diversify your teaching credentials and gain multiple certifications in shortage areas; (2) Be willing to supervise extra-curricular activities and coach; (3) Gain work experiences—volunteer or part-time—related to teaching; (4) Be enthusiastic, persistent, and become well known in several local school districts; and (5) Use substitute teaching, tutorial assignments, or paraprofessional positions to establish an outstanding employment record. Prove to local school districts administrators that you deserve the next available position because of your solid job performances.

If you are not hired after all these efforts, then it is absolutely time to look for career alternatives in other occupational areas of business, industry, or government. Maybe you were not meant to be a teacher. Good luck!

New Provisional Teaching Certificates Issued

(BY DEMOGRAPHIC GROUP)

1992-93

GROUP	NUMBER	PERCENT OF TOTAL
African American	174	2.70%
Hispanic	47	.74%
Native American	39	0.60%
Asian American	28	0.44%
White	4,369	67.67%
No Response (Ethnic)	1,498	27.85%
Males	1,429	22.14%
Females	5,026	77.86%
GRAND TOTAL	6,455	100.00%

Percent Change in Live Births

FROM 1988 TO 1992

STATE	1988	1992	% CHANGE
Nevada	18,589	22,345	20.2%
California	514,24	601,028	16.9%
Washington	68,242	79,300	16.2%
Idaho	15,564	17,475	12.3%
Maryland	68,412	76,173	11.3%
Virginia	90,498	97,600	7.8%
Illinois	180,526	192,483	6.6%
South Carolina	53,285	56,635	6.3%
Alaska	11,037	11,706	6.1%
Texas	306,782	324,861	5.9%
Mississippi	41,115	43,487	5.8%
Alabama	59,611	63,021	5.7%
Kentucky	51,109	53,906	5.5%
New Jersey	114,118	119,923	5.1%
North Carolina	98,183	103,047	5.0%
Hawaii	19,055	19,910	4.5%
Florida	184,854	192,291	4.0%
Georgia	107,108	111,397	4.0%
New Mexico	27,438	28,463	3.7%
New York	277,291	285,568	3.0%
Colorado	53,014	54,586	3.0%
Indiana	81,421	83,832	3.0%
Ohio	165,258	169,067	2.3%
Rhode Island	14,481	14,789	2.1%
Oklahoma	46,874	47,850	2.1%
Wyoming	6,697	6,823	1.9%
Montana	11,356	11,551	1.7%
Arizona	65,608	66,698	1.7%
Arkansas	34,554	34,967	1.2%
Connecticut	46,868	47,335	1.0%
Oregon	41,305	41,606	0.7%
Utah	37,260	37,411	0.4%
Wisconsin	69,893	69,878	0.0%
Delaware	10,915	10,902	-0.1%
South Dakota	11,297	11,281	-0.1%
Missouri	75,844	75,437	-0.5%
Michigan	140,229	138,968	-0.9%
Iowa	38,506	38,120	-1.0%
Kansas	37,895	37,484	-1.1%
Pennsylvania	167,144	165,206	-1.2%
Minnesota	66,579	65,477	-1.7%
West Virginia	22,585	22,123	-2.0%
Maine	15,961	15,623	-2.1%
Massachusetts	91,988	88,185	-4.1%
Louisiana	75,170	71,743	-4.6%
Nebraska	24,363	23,003	-5.6%
Tennessee	79,140	74,048	-6.4%
Vermont	8,538	7,625	-10.7%
New Hampshire	17,186	14,719	-14.4%
North Dakota	11,433	8,935	-21.8%
District of Columbia	19,290	10,052	-47.9%
United States	**3,895,716**	**4,045,943**	**+3.9%**

SOURCE: *World Almanac and Book of Facts*. 1994.

PERCENT CHANGE IN PUBLIC SCHOOL ENROLLMENT

FROM FALL 1988 TO FALL 1992

STATE	PERCENT CHANGE SINCE 1988	TOTAL ENROLLMENT 1991-1992	STATE	PERCENT CHANGE SINCE 1988	TOTAL ENROLLMENT 1991-1992
Nevada	26.26%	222,846	New Jersey	4.60%	1,130,560
Alaska	17.28%	121,922	Missouri	3.98%	838,758
Florida	15.05%	1,979,933	New York	3.77%	2,670,800
Washington	13.55%	898,112	Connecticut	3.69%	481,717
California	12.25%	5,184,000	Illinois	3.62%	1,859,808
South Carolina	10.73%	682,988	Pennsylvania	3.52%	1,716,670
Oregon	10.40%	509,850	Iowa	3.35%	494,222
Colorado	9.38%	612,635	Oklahoma	2.86%	597,100
Maryland	9.13%	751,850	Massachusetts	2.82%	846,646
Texas	8.56%	3,564,725	Wyoming	2.58%	100,313
Idaho	7.95%	231,668	North Carolina	2.38%	1,106,876
Delaware	7.91%	104,321	Tennessee	1.87%	845,411
Minnesota	7.89%	784,280	Arizona	1.85%	672,477
Utah	7.38%	461,259	Louisiana	1.63%	795,690
Georgia	7.19%	1,206,317	Maine	1.57%	211,825
Rhode Island	7.08%	143,043	Arkansas	0.98%	440,682
New Hampsbire	7.06%	181,197	Kentucky	0.40%	640,477
New Mexico	6.63%	294,699	Michigan	0.26%	1,574,150
Wisconsin	5.92%	820,698	Mississippi	0.18%	504,229
Kansas	5.84%	451,520	North Dakota	-0.07%	118,094
Hawaii	5.80%	176,928	Indiana	-0.11%	957,902
South Dakota	5.80%	133,870	Ohio	-0.33%	1,772,550
Virginia	5.09%	1,032,056	Alabama	-0.43%	726,900
Vermont	5.05%	98,100	West Virginia	-5.42%	317,719
Montana	4.97%	159,749	District of Columbia	-5.63%	80,937
Nebraska	4.66%	281,363	—United States	5.68%	42,550,658

SOURCE: National Education Association. 1993. *Estimates of School Statistics 1992-93.* Washington, D.C.: National Education Association

8

New Teachers Hired and Total Employed

BY MICHIGAN PUBLIC SCHOOL DISTRICTS IN 1992-1993

TEACHING CATEGORIES	NEW TEACHERS HIRED	TOTAL TEACHERS EMPLOYED	TEACHING CATEGORIES	NEW TEACHERS HIRED	TOTAL TEACHERS EMPLOYED
Elementary Education	1,169	36,155	Foreign Languages	135	2,235
Special Education	438	12,213	Art/Fine Arts	58	1,966
English/Language Arts	294	9,010	Speech Correctionists	49	1,719
Mathematics	260	6,334	Home Economics	26	1,426
Social Sciences	157	6,018	School Social Workers	42	1,180
Sciences	212	5,452	School Librarians	29	1,167
Physical Education/ Health	103	4,467	School Psychologists	29	850
Industrial Arts/ Voc. Educ.	49	2,866	School Nurses	9	208
School Counselors	30	2,723	Agricultural Education	7	153
Music Education	111	2,690	Other Miscellaneous	59	1,859
Business Education	35	2,472	**GRAND TOTAL**	**3,422**	**111,671**

SOURCE: Michigan Department of Education. 1993. *Professional Personnel Report 1992-93.* Lansing, MI.: Michigan Department of Education.

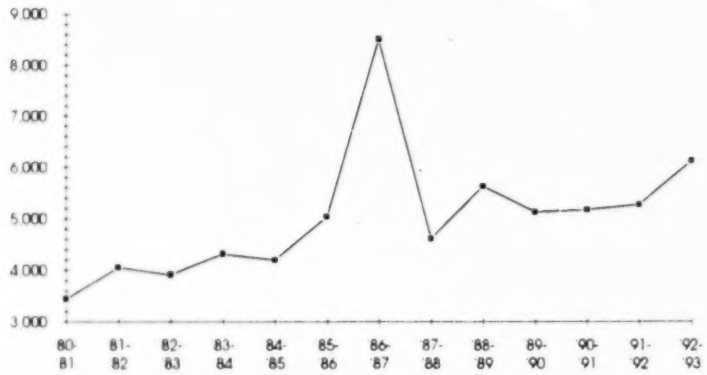
Total Classroom Teachers

IN PUBLIC SCHOOL SYSTEMS 1992-93

STATES	TOTAL	STATES	TOTAL	STATES	TOTAL
California	225,700	Missouri	52,593	Utah	19,387
Texas	218,988	Minnesota	45,837	Nebraska	19,081
New York	183,000	Louisiana	45,516	New Mexico	17,325
Illinois	110,588	Tennessee	45,488	Maine	15,137
Florida	106,965	Washington	44,156	Nevada	11,969
Ohio	102,900	Maryland	43,416	Idaho	11,820
Pennsylvania	101,196	Alabama	40,900	New Hampshire	11,658
Oklahoma	88,540	Kentucky	37,698	Hawaii	10,308
Michigan	81,609	South Carolina	36,330	Montana	9,985
Iowa	81,490	Connecticut	35,107	Rhode Island	9,680
New Jersey	80,869	Arizona	34,717	South Dakota	8,631
Georgia	72,116	Colorado	33,419	North Dakota	7,793
Virginia	67,378	Kansas	29,730	Vermont	7,232
North Carolina	65,986	Mississippi	28,010	Alaska	7,052
Massachusetts	55,645	Oregon	27,200	District of Columbia	6,790
Indiana	55,358	Arkansas	25,886	Wyoming	6,608
Wisconsin	55,110	West Virginia	20,833	Delaware	6,258
		United States	**2,466,725**		

SOURCE: National Education Association. 1992. *Estimates of School Statistics 1992-93.* Washington, D.C.: National Education Association, p. 33.

NEW RETIREMENTS
IN MICHIGAN PUBLIC SCHOOLS



SOURCE: Michigan Public School Retirement System. *1993 Public School Employee Retirements*. Lansing, MI: Michigan Department of Management and Budget.

AVERAGE SALARIES OF CLASSROOM TEACHERS
1992-93

STATE	AVERAGE	STATE	AVERAGE
Connecticut	$50,820	Kansas	$34,269
Massachusetts	$47,510	Kentucky	$32,733
Alaska	$46,400	Georgia	$32,609
New York	$46,300	Florida	$32,453
New Jersey	$46,055	West Virginia	$21,428
Michigan	$43,231	Maine	$31,293
California	$42,800	Iowa	$31,180
Pennsylvania	$42,736	North Carolina	$30,678
Maryland	$40,524	Missouri	$30,630
Illinois	$39,925	South Carolina	$30,477
District of Columbia	$39,382	Nebraska	$30,463
Minnesota	$38,308	Texas	$30,452
Rhode Island	$38,282	Tennessee	$30,451
Arizona	$38,221	Wyoming	$30,094
Delaware	$37,691	Louisiana	$29,783
Hawaii	$37,586	Alabama	$28,737
Washington	$37,495	Arkansas	$28,645
Indiana	$37,264	Montana	$28,344
Oregon	$36,882	Idaho	$28,334
Wisconsin	$36,668	Utah	$27,869
New Hampshire	$36,456	New Mexico	$27,356
Vermont	$36,217	Oklahoma	$26,977
Nevada	$35,764	North Dakota	$26,058
Ohio	$35,700	Mississippi	$25,178
Colorado	$35,212	South Dakota	$24,470
Virginia	$35,098	**United States**	**$36,846**

SOURCE: National Education Association. 1992. *Estimates of School Statistics 1992-93*. Washington, D.C.: National Education Association, p. 34.

Elementary and Secondary Teacher Education Report

BASED ON SUPPLY AND DEMAND FOR GRADUATION IN 1994-95

High Demand/Low Supply

- Chemistry
- Earth Science
- Emotionally Disturbed
- Industrial Arts
- Learning Disabilities (M.S. & Experience)
- Mathematics
- Occupational Therapist
- Physical Therapist
- Physics
- School Psychologist/Diagnostician (Ed.S. or Ph.D.)
- School Social Worker (MSW)

Good Demand/Possible Shortage

- Agricultural Education
- Counseling (M.A. & 3 yrs. experience)
- Data processing/Computer Science
- Deaf Education
- General Science
- Librarian
- Mentally Handicapped
- Physical Science
- Reading Instruction (M.A. required)
- Speech Correction (M.A. required)
- Visually Handicapped
- Swimming Coach
- Wrestling Coach

Near Balance/Supply Equals Demand

- Art
- Business Education
- Driver Education
- English
- French
- Instrumental Music
- Physically Handicapped
- Spanish
- Vocal Music
- Football coaching
- Basketball coaching

Adequate Supply/Some Oversupply

- Child Development
- Distributive Education
- Elementary Education
- German
- History
- Home Economics
- Journalism
- Social Studies
- Baseball coaching
- Golf Coaching
- Tennis Coaching
- Track Coaching

Surplus/Substantial Oversupply

- Biology
- Conservation/Natural Resources
- Education
- Economics
- Geography
- Government
- Health Education
- Latin
- Physical Education
- Political Science
- Psychology
- Recreation
- Sociology
- Speech
- Theatre

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DEFINITIONS

High Demand/Low Supply	Good Demand/ Possible Shortage	Near Balance/ Supply Equals Demand	Adequate Supply/ Some Oversupply	Surplus/ Substantial Oversupply
Appears to be more positions than college graduates	A few more positions than graduates	Approximately as many positions as graduates	A few more college graduates than positions	Many more college graduates than positions

ADVICE FOR NEW TEACHERS

WHO ARE STILL SEEKING JOBS...

When offering advice to new teacher education graduates who are still seeking employment opportunities for the next year (1994-95), surveyed employers recommended applying early, submitting employment applications when requested, and keeping addresses and telephone numbers updated. Competition is fierce, according to school districts responding, so apply to several school districts. When completing applications, answer questions correctly, honestly, and completely. Demonstrate an excellence throughout the job search with applications, resumes, personal contacts with school district personnel, and in interviews.

1

Diversify teaching credentials and avoid surplus categories. Gain multiple certifications, especially in shortage areas: special education, bilingual education, computer technology, mathematics, and sciences. A new certification category mentioned this year was a middle school endorsement. For available positions in many districts, versatility is essential. Applicants with multiple degrees and demanded academic minors are necessary, and available openings may not be in the applicants' favorite subject areas.

2

Research the geographical areas that interests you. However, do *not* be locked into a certain geographical area. Apply in locations where jobs are available. Manage some prior homework on school districts you intend to contact. Decent letters of application are not written "To Whom It May Concern."

3

Gain work experiences related to education—volunteering or part-time. Many kid-related experiences may substantiate your teaching proficiencies. Develop a teaching portfolio to bring to interviews.

4

Be willing to supervise extracurricular activities and coach. Usually school districts will advertise available teacher openings with additional duties for coaching or after-school activities.

5

Be enthusiastic, persistent, and become known in several schools within each local school district. Find conservative but unusual ways to differentiate yourself. Sell yourself and take pride in the product you are selling. Make personal contacts with superintendents and principals.

6

During student teaching, an outstanding performance is indispensable. Strong letters of recommendation and student teaching reports are imperative.

7

Substitute teaching is a beginning for many teachers within school systems. Apply for any available tutorial or paraprofessional positions to establish a solid employment record. Furthermore, long-term substitute positions frequently lead to full-time appointments.

SOURCE: Scheetz, L. Patrick. 1994. *Recruiting Trends 1994-95: Educational Supplement*. East Lansing, MI: Collegiate Employment Research Institute, Michigan State University, p. 4.

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*The **Collegiate Employment Research Institute** was established by the Michigan Legislature in 1984. The Institute is charged with the task of examining issues related to career development and the employment of college graduates. Various research projects are underway, including the study covered in this report. These research efforts attempt to provide high school counselors, college placement officials, employers and individuals with useful information for career planning and job campaigning decisions. **Reproductions of this report with proper credits are encouraged. Please distribute copies to all guidance counselors and career advisors.***

If you have any questions or comments about any Institute project or if there are subjects you would like to see covered in future research efforts, please contact Dr. Patrick Scheetz, Director of the Collegiate Employment Research Institute

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